



200 W. Baltimore Street  
Baltimore, MD 21201  
Nancy S. Grasmick  
State Superintendent of Schools

# TITLE I, PART A

Fact Sheet  
**81**

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## ***What is Title I, Part A?***

Title I, Part A (Title I) of the Elementary and Secondary Education Act of 1965 (ESEA) provides funds for additional resources in schools with high concentrations of children living in poverty. The reauthorized ESEA (*No Child Left Behind Act of 2001*) emphasizes that educationally disadvantaged students must be educated according to the same high standards set for all students.

## ***What are the types of Title I programs?***

There are two types of Title I programs at the school level: schoolwide programs and targeted assistance programs.

### ***Schoolwide Programs:***

- Title I money is used to upgrade the entire school's educational program so that the overall education of ALL children who attend the school can be improved.
- Schools may be designated as schoolwide when at least 40 percent of the students are eligible for Free and Reduced Meals (FARMS).
- All children, including those with disabilities and children with limited English proficiency, are eligible to receive Title I services.

### ***Targeted Assistance Programs:***

- Title I money may only be used to provide services to eligible children who are identified as having the greatest need for educational assistance. Children who are failing or at risk of failing to meet standards are eligible for Title I assistance.
- Schools receiving targeted assistance money use the funds to provide extra educational support to students who are most academically disadvantaged.
- All newly designated Title I schools must begin as targeted assistance schools.

## ***How is success determined?***

Title I requires each state to develop a definition of "Adequate Yearly Progress" (AYP). This term is used to determine whether or not schools and school systems are making satisfactory progress toward students meeting the state's academic standards. (*See the Adequate Yearly Progress Fact Sheet for more information.*)

## ***What if my school does not make progress?***

Title I schools that enter into any level of school improvement must offer educational options.

### ***School Choice Option***

Title I schools that do not make AYP for *two* consecutive years must offer parents of all Title I students the Public School Choice Transfer Option. This option entitles students to transfer to another public school within the school district. The school system determines which schools will accept transferred students.

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***What if my school does not make progress? (continued)***

***Supplemental Educational Services Option***

Title I schools that do not make AYP for *three or more* consecutive years must offer parents of Title I students the choice between the Public School Transfer Option or Supplemental Educational Services (SES). SES is free tutoring for income eligible Title I students. Parents of eligible students select an SES provider from the State-Approved Provider List. Tutoring is offered before school, after school or on Saturdays. Parents may choose either the Public School Choice Transfer Option or SES, but not both.

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***What does Title I mean to parents?***

Title I has a strong emphasis on parent involvement and requires meaningful parent involvement in the design and implementation of all programs in the school. It also requires parent participation at the state, school system, and school levels.

***At the State Level:***

Each state is required to have a parent involvement policy developed in consultation with parents.

***At the Local School System Level:***

School systems must develop a parent involvement policy in consultation with parents. The policy must describe how the system will work with parents to reach agreement on a parent involvement policy and how the district will:

- Involve parents in the joint development of the plan;
- Provide coordination, technical assistance, and other support needed to help participating schools plan and implement effective parent involvement;
- Build school and parent capacity for strong parent involvement;
- Coordinate and integrate parent involvement strategies with other programs such as Head Start, Even Start, Early Reading First, Reading First, Home Instruction for Preschool Youngsters (HIPPPY), and state-run preschool programs;
- Conduct an annual evaluation of the effectiveness of parent involvement activities;
- Provide “full opportunities” for participation of parents who are disabled or have limited English proficiency. Schools must provide information and school profiles in languages and formats appropriate to these parents’ communication needs.

***At the School Level:***

Each school that receives Title I money must have a written parent involvement plan. The plan must be developed jointly with school staff, be *approved* by parents, and describe how the school will carry out the requirements of the law. The school should ensure that parents of children with disabilities have input when developing the plan. The plan must ensure that the school will:

- Invite parents to an annual meeting about Title I and explain their right to be involved;
- Offer a flexible number of parent meetings throughout the year and may provide transportation, child care, or home visits;
- Involve parents in Title I planning, including review and improvement of Title I program;
- Provide parents with timely information about programs, school performance profiles, their children’s individual assessment results, curriculum, assessments, and proficiency levels that students are expected to meet;
- Include a school-parent compact. A school-parent compact must be developed with parents, and outline how parents, the entire school staff, and students will share the responsibility for improving student achievement and reaching the state’s high academic standards. The school should ensure that parents of children with disabilities assist in developing the school-parent compact.